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ABSTRACT

With the exception of Vermont, all state educational agencies responded to a survey questionnaire designed to ascertain the current status of competency assessment teacher certification (CAC). Only 19 states presently award certificates through CAC. This can be explained partially by the fact that state educational agencies can attain the goal of CAC only when the teacher preparation institutions make the complex transition to performance-based teacher education programs. Nine states have decided against CAC, five are undecided, and the remaining 35 states (70%) intend to implement CAC at some future date. Thirty-seven state educational agencies consider the assessment of teacher competencies to be the responsibility of teacher preparation institutions. Seven states report that there is some plan for the renewal of term certification or the issuance of permanent certification on the basis of assessing the teacher's competencies while he is employed. (Four tables and a copy of the survey instrument are included.) (HMD)

ED 087762

A Working Paper
of the Pennsylvania Competency-Assessment
Certification Program

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Competency-Based Teacher Certification in the United States

Edited by:

Wallace M. Maurer
Coordinator, Pa. CAC Program

Pennsylvania Department of Education
November 1973

SP 007 747

ACKNOWLEDGMENT

The information herein is based upon data supplied by the respective state educational agencies.

The cooperation of those individuals who provided information for this survey is appreciated.

William L. Charlesworth
Director
Bureau of Teacher Education
and Certification
Pennsylvania Department of Education

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I. INTRODUCTION

A. Purpose of the Report:

This publication reports actual current practice related to the granting of teacher certification on the basis of assessed competencies. It is provided to each state educational agency and shared with other educational planning groups.

The need for such information by the Pennsylvania Competency-Assessment Certification Program provided the impetus for collection and compilation of the information reported by the respective states.

B. Definitions

For purposes of this study, the following definitions apply.

1. Competency-Based Teacher Education (CBTE)--Respective state educational agency approval of a teacher education preparation program which:

   a. Offers within a designated teaching or educational specialist area for which the state educational agency issues a professional certificate or license.
   b. Designs to evaluate the degree of teaching competence of the students upon entry to, and at progressive points throughout the approved program, and to provide students with an opportunity to acquire proficiency in areas of identified deficiency.
   c. Includes an assessment component to verify the satisfactory attainment of the specified "exit" competencies.

2. Performance-Based Teacher Education (PBTE)--Synonymous with competency-based teacher education.

3. Competency-Assessment Certification (CAC)--The award of entry-level certification or licensure based upon a competency-assessment procedure which verifies the applicant's attainment of an established minimum level of teaching competency, by either

   a. SEA-approved CBTE/PBTE
   b. A competency-assessment process designed and conducted by the SEA.

[NOTE: Procedures of school districts, preparing institutions, or state educational agencies--acting separately or cooperatively--which permit entry of certain classes of persons (e.g.: those holding earned degrees in non-education fields, etc.) to teach or perform other school staff support services on a probationary status. If during this period such persons are rated in some overall performance manner for the purpose of awarding continuing professional certification or licensure, such process has not been defined as competency-assessment certification, Such procedures do not verify specific competencies in advance of initial entry into, and employment within, the educational professions.]

II. CURRENT STATUS

Despite much literature in the last two years pertaining to CBTE/PBTE, Table I suggests that, on a national basis, a rather large gap exists between declared intent or professional support and actual implementation. Of the 49 states responding, 30 do not award teaching certificates through competency-assessment. Of the 19 states which do, the response may represent approval of a single CBTE/PBTE program.

In explanation, it may be reasoned that state educational agencies can reach attainment of the CAC goal only when the preparation colleges and universities are "ready" for this complex transition. The transition calls for (1) identification and broad professional concurrence as to which teaching competencies are crucial; (2) re-design of the institution's program to assure the development of such identified and accepted competencies by students; (3) development of teacher training and protocol materials to implement the CBTE/PBTE design, and (4) development of competency-assessment procedures, instrumentation, and materials to verify the student's attainment of the identified competencies. Unless, like the state of New York, the state educational agency wishes to make the principal thrust in the effort to develop a competency-assessment procedure which the state department of education itself will use to assess candidates applying for educational certification, competency-assessment certification seems doomed to riding the coattails of the teacher education departments in the higher education community.

It is interesting to observe that, with the exception of Pennsylvania, those states which have made the most progress in CBTE/PBTE and CAC have not yet joined the movement toward broad participation in the Interstate Teacher Certification Reciprocity Program. This suggests that relatively few teachers being trained in CBTE/PBTE programs will be assured of multiple-state certification. From data presented in Table 4 it appears that in November 1973 only 16 colleges and universities having competency-based programs that can assure their graduates of interstate reciprocity in teacher education.

Without supporting the perspective of the New York State Department of Education, it may well be that unless the SEA does evolve its own CAC process, the public schools of a state may not be able to import the graduates of the more innovative teacher preparation programs for whatever increased benefits and competencies CBTE and PBTE programs allegedly develop.

III. PROJECTED OUTLOOK

As dismal as the current status of CBTE/PBTE and CAC may be, the future seems to be quite different.

Table 2 indicates that, of the 49 states reporting, only nine have made decisions against CAC. Indeed, only five others remain undecided. Clearly, in November 1973, 35 states (70%) declare their intent to issue teaching certificates through some form of competency-assessment at some future date. Presumably, in most cases, this will be a longitudinal transition on a college-by-college (or program by program) basis rather than a total short-term change over such as was mandated in the state of Illinois or a longer-term total transition such as is mandated in New York. Again, it is interesting to note that Pennsylvania reports the most operational CBTE/PBTE programs at this time although the Pennsylvania Department of Education clearly launched its statewide, flexible, longitudinal transition upon the principles of "grass root" involvement, professional commitment and empthy, and institutional autonomy within established guidelines.

The responses of the SEA's virtually ring with expectation and anticipation that their participation in CAC lies just ahead. But, again, caution is suggested because virtually every state education department is looking to the teacher education sector for that impetus and as reported candidly by one state: "most of the clamor and action has centered about the departments of education in our colleges and not in the departments of the several academic disciplines."

IV. COMPETENCY ASSESSMENT APPROACHES

If the SEA's are the prime movers behind CBTE/PBTE and CAC that fact is obscure by the data presented in Table 3. Assessment of teacher competencies is viewed as the responsibility of the teacher preparation institution by 37 states. The survey indicated that this would be achieved by expecting the preparing institution to provide evidence of an assessment process as a part of the program evaluation under the "approved program" concept of teacher certification.

New York, Oregon, Washington, and Pennsylvania have varying but different approaches. In New York, the SEA will assume responsibility for performance assessment related to teacher certification by creating designated assessment centers in September 1980. Oregon leans toward approved programs but operates an alternative system wherein the SEA and the local employing school share responsibility for competency assessment of persons entering the profession from other sources. Washington, with longer experience in the search for ways and means, has resolved that PBTE/CBTE programs leading to teacher certification may be offered only by a consortium of a public school district and a cooperating teacher preparing college or university, which under SEA approval, jointly assess the candidate. It is Pennsylvania's intent at

this time to secure CAC principally through approved CBTE programs at its 86 preparing institutions. But the Pennsylvania Department of Education, somewhat like New York, is considering development of a CAC strategy whereby applicants who are not graduates of Pennsylvania Department of Education approved CBTE programs would be assessed by the Division of Teacher Certification or its designated agencies.

Significantly, all other states look to institutional development of an assessment process within its preparation program as the means of verifying "exit" (professional entry) competencies.

Herein, significantly, lies both the promise and the fate of CAC.

V. CERTIFICATE RENEWAL THROUGH COMPETENCY ASSESSMENT

Although not relevant to the purposes of this study nor within the definitions of CBTE, PBTE, and CAC as used in this report, seven states report some plan for the renewal of term certification or the issuance of permanent certification on the basis of assessing the teacher's competencies while employed.

It was difficult to ascertain whether the states were describing how the customary period of probationary status will be, or is, evaluated for the purpose of determining whether the teacher shall receive a renewed term certificate or a permanent certificate, or if the states were really intending to sharply impose strict accountability upon teacher performance via in-service competency-assessment. The former practice is long established in most states and not without its pitfalls. However, it is clear that Arizona, Massachusetts, and New York are addressing the latter procedure.

TABLE 1: STATES WHICH ***CURRENTLY*** AWARD TEACHING CERTIFICATES THROUGH THE ASSESSMENT OF TEACHING COMPETENCIES. (Nov 73)

STATE	NO	YES	STATE	NO	YES
Ala		X	Mont		X
Alas		*	Neb		*
Ariz	X		Nev	X	
Ark	X		NH	X	
Cal	X		NJ		*
Colo	X		NM		*
Conn	X		NY	X	
Del	X		NC		X
Fla		X	ND	X	
Ga	X		Ohio	X	
Haw	X		Okla	X	
Idaho	X		Ore		X
Ill		X	Pa		X
Ind	X		RI	X	
Iowa		*	SC	X	
Kan	X		SD	X	
Ky	X		Tenn	X	
La	X		Texas		*
Maine	X		Utah		X
Md	X		Ver	(No response)	
Mass	X		Va	X	
Mich		*	Wash		X
Minn		X	W Va	X	
Miss	X		Wis		X
Mo	X		Wyo		X
S_1	18 (No)	7 (Yes)	S_2	12 (No)	12 (Yes)
			S_1	18 (No)	7 (Yes)
			TOTAL	30 (No)	19 (Yes)

NOTE: The asterisk (*) indicates that the state educational agency response was changed in that the state awards teaching certificates to graduates of approved institutional programs within the state which the state education agency has identified as competency-based or performance-based teacher preparation programs.

TABLE 2: STATES WHICH PROPOSE ISSUING TEACHING CERTIFICATES THROUGH ASSESSMENT OF TEACHING COMPETENCIES, AND HOW SOON.

STATE	NO	YES	Target Date	STATE	NO	YES	Target Date
Alab		X	Operational	Mont		X	Operational
Alas		X	Operational	Neb		X	Operational
Ariz	X			Nev	?	?	
Ark	?	?		NH	?	?	
Cal		X	?	NJ		X	Operational
Colo		*	?	NM		X	Operational
Conn		X	?	NY		X	1980
Del		X	?	NC		X	Operational
Fla		X	Operational	ND	X		
Ga		X	1978	Ohio		X	?
Haw	X			Okla		X	?
Idaho		*	?	Ore		X	Operational
Ill		X	1974	Pa		X	Operational
Ind	X			RI		X	?
Iowa		X	Operational	SC	X		
Kas		X	1975	SD		X	?
Ky		X	?	Tenn	X		
La	?	?		Tex		X	Operational
Maine	?	?		Utah		X	Operational
Md		X	?	Ver	(No Response)		
Mass	X			Va		X	?
Mich		X	Operational	Wash		X	Operational
Minn		X	Operational	W. Va.		X	?
Miss	X			Wis		X	Operational
Mo	X			Wyo		X	Operational
S_1	6(No)	16 (Yes)		S_2	3 (No)	19 (Yes)	
				S_1	6 (No)	16 (Yes)	
				TOTALS	9 (No)	35 (Yes)	5 (Uncertain)

NOTE: The asterisk (*) indicates that the response shown was inferred from the data supplied by the respective state education agency regarding performance-based or competency-based preparation programs and program approval of the institutional programs.

(11/73)

TABLE 3: TIME OF, AND AGENCY RESPONSIBLE FOR, ASSESSING TEACHING COMPETENCIES FOR THE PURPOSE OF TEACHER CERTIFICATION.

STATE (#)	TIME OF ASSESSMENT		RESPONSIBLE AGENCY		
	PRE-SERVICE (Initial Certificate)	IN-SERVICE (Perm Certificate or Re-Certification)	IHE's Approved Program	State Dept Ed	Employing School District
Alab	x		x		
Alas	x		x		
Ariz		C^1	C^1		C^1
Cal	x		x		
Colo	x		x		
Conn	x	X	x		X
Del	x		x		
Fla	x	X	x		X
Ga	x		x		
Idaho	x		x		
Iowa	x		x		
Kans	x		x		
Md	x		x		
Mass		X^1		X^1	X^1
Minn	x	X	x		X
Mich	x		x		
Mo	x		x		
Mont	x		x		
Neb	x		x		
NJ	x		x		
NM	x		x		
NY	x^1	X^2		x^1, X^2	
NC	x		x		
Ohio	x	X	x		X
Okla	x		x		
Ore	X^3			X^3	X^3
	x		x		
Ind	x		x_2		
Pa	x		x	x^3	
Ky	x		x		
RI	x		x		
SD	x		x		
Tenn	x		x		
Tex	x		x		
Utah	x		x		
Va	x		x_2		
Wash	x		C^2		C^2
W Va	x		x		
Wis	x		x		
Wyo	x		x		
TOTALS	38	7	37	4	8

NOTES: (#)--Only states indicating intent to assess competencies are shown.

C^1--Indicates cooperative effort of employing school district and a college or university under a plan approved by the state education agency.

X^1--Indicates cooperative effort among employing school district, teacher bargaining organizations, and the state education agency under a plan mandated by law.

x^1, X^2--Indicates the state education agency will create and operate designated performance assessment centers effective 9/1/80 for initial certificate and effective 1991 for periodic re-assessment and re-certification of persons initially certificated after 9/1/80.

x^3

Conn	x	x	x		x
Del	x		x		
Fla	x	x	x		x
Ga	x		x		
Idaho	x		x		
Iowa	x		x		
Kans	x		x		
Md	x		x		
Mass		x^1		x^1	x^1
Minn	x	x	x		x
Mich	x		x		
Mo	x		x		
Mont	x		x		
Neb	x		x		
NJ	x		x		
NM	x		x		
NY	x^1	x^2		x^1, x^2	
NC	x		x		
Ohio	x	x	x		x
Okla	x		x		
Or	x^3			x^3	x^3
Ind	x		x		
Pa	x		x_2	x^3	
Ky	x		x		
RI	x		x		
SD	x		x		
Tenn	x		x		
Tex	x		x		
Utah	x		x		
Va	x		x		
Wash	x		C^2		C^2
W Va	x		x		
Wis	x		x		
Wyo	x		x		
TOTALS	38	7	37	4	8

NOTES: (#)--Only states indicating intent to assess competencies are shown.

C^1--Indicates cooperative effort of employing school district and a college or university under a plan approved by the state education agency.

X^1--Indicates cooperative effort among employing school district, teacher bargaining organizations, and the state education agency under a plan mandated by law.

x^1, X^2--Indicates the state education agency will create and operate designated performance assessment centers effective 9/1/80 for initial certificate and effective 1991 for periodic re-assessment and re-certification of persons initially certificated after 9/1/80.

X^3--Indicates the state education agency awards a temporary (or restricted) certificate to persons whose qualifications are reviewed and approved by a review committee. Teacher is then evaluated on the job by employing school district using state evaluation form. Employing school recommends and endorses candidate to state education agency for award of the basic (or standard) certificate.

X^2--Institutional endorsement after competency assessment as a part of a state education agency approved competency-based program leads to initial certificate; applicable to graduates of within state programs only.

(notations are continued on rear)

x^3-- Indicates state educational agency will develop and conduct a teaching competency assessment process for all applicants except those who complete competency-based teacher education programs within the state and those who are subject to appropriate Interstate Teacher Certification Reciprocity Agreements as graduates of programs outside the state.

C^2-- Indicates the state educational agency will approve competency-based or performance-based teacher education programs which qualify the graduate for initial certification only when such programs are cooperatively developed and conducted by a consortium consisting of a public school district and an approved institution of higher education.

TABLE 4: INSTITUTIONAL COMPETENCY-BASED OR PERFORMANCE-BASED TEACHER EDUCATION PROGRAMS APPROVED BY RESPECTIVE STATE EDUCATIONAL AGENCY FOR ISSUANCE OF TEACHING CERTIFICATES. (as of November 2, 1973)

(Program Area preceded by a "+" indicates state has signed Interstate Reciprocity Teacher Certification Agreements and graduates of these programs may be certificated in other states under provisions of those agreements.)

STATE		COLLEGE/UNIVERSITY	CERTIFICATE PROGRAM AREA	TYPE OF APPROVAL
Alaska	1.	Anchorage Sr. Col. Univ. of Alaska, Anchorage 99503	+Elementary	Experimental
Del.	2.	Univ. of Delaware* Newark, 19711	Elementary*	Pending*
Fla.	3.	Not specified	Vocat. Subj.	Not specified
Ia.	4.	Mt. Mercy College Cedar Rapids 52402	Gen. Elementary Secondary Subj.	Experimental
Mich.	5.	Wayne State Univ. Detroit, 48202	Vocat. Subj. Secondary Subj. Secondary (Interdisciplinary)	Experimental Experimental Experimental
	6.	Mich. State Univ. East Lansing, 48823	Elementary Secondary Subj.	Experimental Experimental
	7.	Madonna College Livonia, 48150	Elementary Subj. Secondary Subj.	Experimental Experimental
Minn.	8.	S.W. Minn. S.C. Marshall, 56258	Kindergarten Art Music Elementary Industrial Ed. Speech Mathematics Foreign Langs. Science Social Studies Health Physical Education Business	Regular
	9.	Col. of St. Scholastica Duluth, 55811	Elementary Kindergarten Music English Speech Mathematics Forg. Langs. Science Soc. Studies	Regular

STATE		COLLEGE/UNIVERSITY	CERTIFICATE PROGRAM AREA	TYPE OF APPROVAL
Alaska	1.	Anchorage Sr. Col. Univ. of Alaska, Anchorage 99503	+Elementary	Experimental
Del.	2.	Univ. of Delaware* Newark, 19711	Elementary*	Pending*
Fla.	3.	Not specified	Vocat. Subj.	Not specified
Ia.	4.	Mt. Mercy College Cedar Rapids 52402	Gen. Elementary Secondary Subj.	Experimental
Mich.	5.	Wayne State Univ. Detroit, 48202	Vocat. Subj. Secondary Subj. Secondary (Inter-disciplinary)	Experimental Experimental Experimental
	6.	Mich. State Univ. East Lansing, 48823	Elementary Secondary Subj.	Experimental Experimental
	7.	Madonna College Livonia, 48150	Elementary Subj. Secondary Subj.	Experimental Experimental
Minn.	8.	S.W. Minn. S.C. Marshall, 56258	Kindergarten Art Music Elementary Industrial Ed. Speech Mathematics Foreign Langs. Science Social Studies Health Physical Education Business	Regular
	9.	Col. of St. Scholastica Duluth, 55811	Elementary Kindergarten Music English Speech Mathematics Forg. Langs. Science Soc. Studies Health Physical Ed. Medicine	Regular

Minn.	10.	Univ. of Minn-Morris Morris, 56267	Media Generalist	Regular
	11.	Mankato State Col. Mankato, 56001	Media Generalist	Regular
	12.	Moorhead State Col. Moorhead 56560	Media Generalist	Regular
Mont.	13.	Northern Mont. Col. Harve 59501	Vocat. Subj.	Experimental
	14.	Eastern Mont. Col Billings 59101	Elementary	Experimental
Neb.	15.	Doane College Crete 68333	+All Programs	Regular
	16.	Univ. of Neb. Lincoln 68508	+Secondary Subj.	Regular
N.J.	17.	Montclair S.C. Upper Montclair 07043	+Business +Music +Soc. Studies	Regular
	18.	Glassboro S.C. Glassboro 08028	+Elementary	Experimental
	19.	Upsala College E. Orange 07019	+Elementary	Regular
N.M.	20.	N. Mex. State U. Univ. Park, 88001	Teacher Corps (Areas not specified)	Experimental
Pa.	21.	Bucknell Univ. Lewisburg, 17837	+Biology +Chemistry +Earth & Space Science +Elementary +English +French +General Science +German +Latin +Mathematics +Music +Physics +Russian +Social Studies +Spanish	Regular 5 year
	22.	California SC California, 15419	Special Ed. +(Emot. Disturbed)	Regular 5 year
	23.	Clarion SC Clarion, 16214	Special Ed. +(Ment. Retarded) (Graduate)	Experimental
	24.	Edinboro SC Edinboro 16412	Elem. Sch. Guidance	Regular 5 year
	25.	Indiana Univ. of Pa. Indiana, 15701	Elem Sch. Guidance Sec. Sch. Guidance	Regular--5 yr. Regular--5 yr.

	14.	Eastern Mont. Col Billings 59101	Elementary	Experimental
Neb.	15.	Doane College Crete 68333	+All Programs	Regular
	16.	Univ. of Neb. Lincoln 68508	+Secondary Subj.	Regular
N.J.	17.	Montclair S.C. Upper Montclair 07043	+Business +Music +Soc. Studies	Regular
	18.	Glassboro S.C. Glassboro 08028	+Elementary	Experimental
	19.	Upsala College E. Orange 07019	+Elementary	Regular
N.M.	20.	N. Mex. State U. Univ. Park, 88001	Teacher Corps (Areas not specified)	Experimental
Pa.	21.	Bucknell Univ. Lewisburg, 17837	+Biology +Chemistry +Earth & Space Science +Elementary +English +French +General Science +German +Latin +Mathematics +Music +Physics +Russian +Social Studies +Spanish	Regular 5 year
	22.	California SC California, 15419	Special Ed. +(Emot. Disturbed)	Regular 5 year
	23.	Clarion SC Clarion, 16214	Special Ed. +(Ment. Retarded) (Graduate)	Experimental
	24.	Edinboro SC Edinboro 16412	Elem. Sch. Guidance	Regular 5 year
	25.	Indiana Univ. of Pa. Indiana, 15701	Elem Sch. Guidance Sec. Sch. Guidance +Read. Spec. (Teac)	Regular--5 yr. Regular--5 yr. Initial--1 yr.

Pa.	26.	Lafayette College Easton, 18042	+Biology +Chemistry +English +General Science +German +Mathematics +Soc. Studies +Communications	Regular 5 yr. Inital--1 yr.
	27.	Millersville SC Millersville, 17551	+Library Science	Experimental
	28.	Temple Univ. Phila, 19122	+Early Childhood Vocat. T & I	Initial--1 yr. Regular--5 yr.
	29.	Univ. of Pitt Pittsburgh, 15213	+Elementary +Reading Spec. (Teacher)	Regular--5 yr. Regular--5 yr.
Tex.	30.	Univ. of Houston Houston, 77004	Elementary	Pilot
	31.	W. Tex. State U. Canyon, 79015	Elementary Secondary Subj.	Pilot
	32.	Texas Christian U. Ft. Worth, 76129	Elementary Secondary Subj.	Pilot
	33.	U. of Tex.--El Paso El Paso 79999	Jr. HS Subjects	Pilot
	34.	Tyler State C. Tyler 75701	Elementary Secondary Subj.	Pilot
	35.	U. of Tex.-Periman Basin Odessa 79760	Elementary Secondary Subj	Pilot
Utah	36.	Brigham Young U. Provo 84601	+Secondary Subj.	Regular
	37.	Weber S.C. Ogden 84403	+Elementary +Secondary Subj.	Regular Regular
	38.	U. of Utah Salt Lake C. 84112	Ed Supv. (GRADUATE) Ed Adm (GRADUATE)	Experimental Experimental
Wash.	39.	Bellevue SD & W. Wash State C. Bellevue, 98004	Foreign Languages	Provisional 3--yr.
	40.	Edmonds S.D. & W. Wash. SC Lynnwood, 98036	Counseling Ed.	Provisional 3--yr.
	41.	Tacoma S.D. & Cen. Wash. SC Tacoma 98401	School Psychologist	Provisional 3--yr.

		Millersville, 17551		
	28.	Temple Univ. Phila, 19122	+Early Childhood Vocat. T & I	Initial--1 yr. Regular--5 yr.
	29.	Univ. of Pitt Pittsburgh, 15213	+Elementary +Reading Spec. (Teacher)	Regular--5 yr. Regular--5 yr.
Tex.	30.	Univ. of Houston Houston, 77004	Elementary	Pilot
	31.	W. Tex. State U. Canyon, 79015	Elementary Secondary Subj.	Pilot
	32.	Texas Christian U. Ft. Worth, 76129	Elementary Secondary Subj.	Pilot
	33.	U. of Tex.--El Paso El Paso 79999	Jr. HS Subjects	Pilot
	34.	Tyler State C. Tyler 75701	Elementary Secondary Subj.	Pilot
	35.	U. of Tex.-Periman Basin Odessa 79760	Elementary Secondary Subj	Pilot
Utah	36.	Brigham Young U. Provo 84601	+Secondary Subj.	Regular
	37.	Weber S.C. Ogden 84403	+Elementary +Secondary Subj.	Regular Regular
	38.	U. of Utah Salt Lake C. 84112	Ed Supv. (GRADUATE) Ed Adm (GRADUATE)	Experimental Experimental
Wash.	39.	Bellevue SD & W. Wash State C. Bellevue, 98004	Foreign Languages	Provisional 3--yr.
	40.	Edmonds S.D. & W. Wash. SC Lynnwood, 98036	Counseling Ed.	Provisional 3--yr.
	41.	Tacoma S.D. & Cen. Wash. SC Tacoma 98401	School Psychologist	Provisional 3--yr.

Wis.	42.	Alverno College Milwaukee 53215	Necessary Data as to Approved Institutional Programs and Type of Approval Awarded by SSA was not submitted	
	43.	U. of Wis--Madison Madison 53706		
	44.	U. of Wis--River Falls River Falls 54022		
	45.	U. of Wis-Stevens Point Stevens Point 54481		
	46.	U. of Wis-Superior Superior 54880		
Wyo.	47.	Univ. of Wyoming Laramie, 82070	Special Ed. (Prescriptive Tchg.)	Regular
Alab.	48.	U. of Alabama-Huntsville Huntsville 35807	Special Ed. (Graduate) (Developmental Learning)	Normal
Ill.		All teacher preparation IHE's	Programs not provided	Regular

APPENDIX

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
BOX 911, HARRISBURG, PA. 17126

Dear Colleague:

The Bureau of Teacher Education and Certification has been directed by the Honorable John C. Pittenger, Secretary of Education, to survey the states relative to:

1. Development of competency-based or performance-based teacher education programs at institutions of higher education within the respective states and

2. Competency assessment procedures used either at institutional or state educational agency levels to verify teaching competencies.

Our report is due November 2, 1973.

Secretary Pittenger has established the goal of awarding Pennsylvania teacher certification to out-of-state applicants who are not subject to interstate teacher certification reciprocity agreements via competency assessment effective September 1978.

Appropriate forms are enclosed for use in summarizing your information into a common reporting format. If additional copies are needed, kindly reproduce these locally.

Plese supply the requested information as soon as possible by returning the completed forms to:

Dr. Wallace M. Maurer
Bureau of Teacher Education and Certification
203 Education Building, Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126

A copy of our findings will be sent to you upon publication.

Appreciatively,

William L. Charlesworth
Director
Bureau of Teacher Education
and Certification

CIRCLE RESPONSES TO QUESTIONS 1 through 5:

1. Does your state educational agency currently award teaching certificates on the basis of competency assessment?

   YES NO

2. Does your state educational agency plan to award teaching certificates on the basis of competency assessment, if so what target date has been established?

   YES, by _____ NO

3. Does your state educational agency award or plan to award teaching certificates on the basis of institutional endorsement of candidates successfully completing competency-designed or performance-based teacher education programs at institutions within your state?

   YES (Please answer #4) NO (Proceed to #5)

4. If Question 3 was answered YES, must the preparing institution provide evidence of an assessment process within the preparation program in order to receive approved program status for teacher certification?

   YES (Proceed to #5) NO (Proceed to #5)

5. Does your state educational agency award teaching certificates for competency demonstrated on-the-job as a teacher?

   YES (Please answer #6) NO

6. If Question 5 was answered YES, how are applicants selected for (or denied) job placement with teaching responsibilities, what qualifications apply for job placement initially, what kind of certificate or permit is issued, who supervises and evaluates the candidate's performance? PROVIDE EXPLANATORY COMMENT.

Official Informational Request
PENNSYLVANIA DEPARTMENT OF EDUCATION
(kindly reproduce in number needed)

Return to: Dr. Wallace M. Mau
EB 202A, PDE, Box
Harrisburg, Pa. 17

Competency-Based or Performance-Based Teacher Education
Programs Recognized by State Departments of Education

DEHE-2091OT (6/73)

Institution & Address; Name, Title, & Tel of Responsible Institutional Official for Contact Purposes.	Teacher Certification Area or Field for which CBTE/PBTE Programs are offered.	Nature of Program: Regular (R) Experimental (E) Special (S) Other (describe)	Has Program been approved for Teacher Certification (Yes/No): If yes; by Program Approval (PA) Competency Assessment (CA) Other (Explain)

Date _____ State _____

Name, Title, and Address of Re

DO NOT REMOVE THIS TAB

(COMPLETE OTHER SIDE ALSO)

cial Informational Request
VANIA DEPARTMENT OF EDUCATION
reproduce in number needed)

Return to: Dr. Wallace M. Maurer
EB 202A, PDE, Box 911
Harrisburg, Pa. 17126

Competency-Based or Performance-Based Teacher Education
Programs Recognized by State Departments of Education

KHE-2061OY (6/78)

Institution & Address; Name, Title, & Tel of Responsible Institutional Official for Contact Purposes.	Teacher Certification Area or Field for which CBTE/PBTE Programs are offered.	Nature of Program: Regular (R) Experimental (E) Special (S) Other (describe)	Has Program been approved for Teacher Certification (Yes/No): If yes; by Program Approval (PA) Competency Assessment (CA) Other (Explain)	Has the competency assessment process of the approved program been developed (D), been approved (A)?

Date _____ State _____

Name, Title, and Address of Respondant: